U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12IN3

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Ms. Marian Buchko

Official School Name: Douglas MacArthur Elementary School

School Mailing Address: 12900 Fairbanks Avenue
Cedar Lake, IN 46303-9446

County: Lake State School Code Number*: 3769

Telephone: (219) 662-3600 E-mail: mlbuchko@cps.k12.in.us

Fax: (219) 374-7567 Web site/URL: http://www.cps.k12.in.us/mac/site/default.asp?

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Teresa Eineman Ed.D. Superintendent e-mail: Eineman@cps.k12.in.us

District Name: Crown Point Community School Corporation District Phone: (219) 663-3371

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Scott Angel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 7 Elementary schools (includes K-8)
   - 2 Middle/Junior high schools
   - 1 High schools
   - 0 K-12 schools
   - 10 Total schools in district
2. District per-pupil expenditure: 9738

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 16

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	33	45	78		7	0	0	0
1	63	34	97		8	0	0	0
2	37	34	71		9	0	0	0
3	32	38	70		10	0	0	0
4	28	43	71		11	0	0	0
5	36	40	76		12	0	0	0
					Total in Applying School:			463

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
1	% Asian
1	% Black or African American
10	% Hispanic or Latino
1	% Native Hawaiian or Other Pacific Islander
84	% White
2	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 15%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	32
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	73
(4)	Total number of students in the school as of October 1, 2010	479
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 9

Number of non-English languages represented: 3

Specify non-English languages:

Spanish, Polish, Macedonian

9. Percent of students eligible for free/reduced-priced meals: 47%

Total number of students who qualify: 217

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%

Total number of students served: 63

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6	Autism	1	Orthopedic Impairment
2	Deafness	10	Other Health Impaired
0	Deaf-Blindness	10	Specific Learning Disability
1	Emotional Disturbance	27	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities	4	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	23	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	6	12
Paraprofessionals	8	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	12	0
Total number	50	13

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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The Mission of Douglas MacArthur Elementary School, in partnership with our families and community, is to empower and challenge each student to realize their uniqueness and talent and to achieve the highest potential toward becoming a lifelong learner and contributing member of society. Our vision is to ensure the academic and affective success for all students. We will serve as a model of effective practices and successful improvement initiatives. We develop core values, goals, initiatives, and systems that drive the school improvement efforts. Working together we adhere to the core values, goals, and initiatives that drive our school.

MacArthur School is located in the southwest corner of center Township and serves the residents of Cedar Lake, which has a population of approximately 14,000 people and covers eight square miles of rural area. MacArthur School is part of the Crown Point Community School Corporation, which serves the City of Crown Point, Cedar Lake, Center Township, and Winfield Township. MacArthur School has the highest percentage of students receiving free and reduced lunch assistance within the Crown Point District. During the 2010 – 2011 school years, 213 students qualified for textbook rental assistance and 46% of our total student population qualifies for the free/reduced lunch program.

MacArthur's School staff includes 29 full-time certified teachers and one certified administrator. MacArthur also has one full-time Reading Specialist teacher and five Title I instructional tutors to assist at-risk students. A full-time Speech and Language teacher works with identified special needs students in a resource room. One full-time and one part-time Least Restrictive Environment teachers works with identified special needs students in a resource room and inclusion classrooms. MacArthur is the host school to a Transitional Kindergarten/First Grade classroom within the corporation. MacArthur also houses the Intense Intervention room for the corporation's 3-5 students. Identified high ability students work with a differentiated curriculum within the classroom as well as a pull-out program with a teacher for high ability students. We also have an active Response to Instruction program which serves all grade levels according to the student's individual needs. Also, we employ one full time social worker to assist our students and families.

Until this school year we have been a Professional Development Site in partnership with Purdue Calumet in the areas of math and science. Additional programs offered include: Writer's Apprentice, Century Book Club, 6 Hour Reading Club, Accelerated Reading, Accelerated Math, DARE, Spell Bowl Competition, Math Bowl Competition, Foreign Languages, Science Olympiad, Story Time for preschoolers, Family Game Night, Thinking Cap Quiz Bowl, Robotics, School Newspaper, Basketball, Young Rembrandts, 4 Star Club, S.O.S. Tutoring, Math Facts in a Flash, Odyssey Math, ABC Shirts, Book-It, 500 Club, Student Council, Honor Society, and Roller Coaster Science.

MacArthur's curriculum is aligned with the Indiana Academic Standards/Common Core Standards and student achievement on ISTEP+ is a reflection of this. Just as the curriculum is aligned with the Indiana Academic standards/Common core standards, individual professional development is also aligned to them with school-wide professional development goals developed. These goals for professional development are based on student assessment data such as ISTEP+, Acuity, mClass, Star Reading, Star Math, Star Early Literacy, Writing Prompts, In-View, Early prevention of School Failure, and Pre/Post testing of Standards.

MacArthur students have displayed excellent academic growth, as demonstrated on our ISTEP+ results. Since the 2005 school year, the student pass rate for the combined Math/Language Arts portions of our state's high-stakes test Indiana Statewide Testing for Educational Progress (ISTEP+) has improved from 62.3% passing rate to the current 93.3%. MacArthur was just recognized on Indiana's shortlist honor roll

of the top schools in the state that had over a 90% passing rate on ISTEP+ of all grades tested. MacArthur School received an Exemplary Category Ranking under Public Law 221, achieved Adequate Yearly Progress (AYP) under the federal mandate of No Child Left Behind (NCLB), and an "A" grade from the state of Indiana.

We are a Title I school and despite some of the obvious obstacles and hardships the MacArthur students encounter, they are succeeding. We take the hardships and turn them into a melody. MacArthur students typically score above the State average on the ISTEP+ test, where as low Cognitive scores, poor attendance, mobility and poverty should be indicators to the contrary. MacArthur has high expectations for its students and will continue to challenge each student to achieve their highest potential toward becoming life-long learners.

It is a team effort to ensure the academic and affective success for all students. Working together we create a community that goes above and beyond for all our students. Initiatives that drive our school provide unique opportunities (e.g. head custodian works with students, the secretaries' partner with at-risk students, principal charts grades with at-risk students, etc.) to help ensure no child fails. MacArthur has a very active PTO that provides ongoing support for our students and staff. The PTO helps support numerous programs here at the school. There are numerous traditions that have been established over the years for our students (student & staff basketball game, Camp Tecumseh, Honor Roll Dinners, former MacArthur students making honor roll at the high school coming back to speak to our current students, etc.). The positive energy created by our team is a symphony of cohesion felt upon entering our school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The purpose of the mandatory Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science (Grades 4 and 6 only), and Social Studies (Grades 5 and 7 only). In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. An Applied Skills Assessment and a Multiple-Choice Assessment, which are required components of the ISTEP+ program, are used to measure these standards. Cut scores are set for each grade level in each subject tested.

Students demonstrate proficiency by exceeding the pre-determined cut scores. Students who exceed the cut score are determined to have reached or exceeded proficiency in the tested area. These students are ranked either "Pass" or "Pass+". "Pass+" indicates a high level of proficiency as determined by an additional cut score. Students who did not meet the tested proficiency are ranked "Did Not Pass".

MacArthur's entire team is excited about what we have accomplished academically and with the spring of 2011 ISTEP+ results they helped confirm we are on the right path. To date our ISTEP+ scores were the best scores in the history of our school. Now that we have had a taste of success we want a repeat year of test results in the 90+ passing range. We believe we are heading in the right direction and our compass shows we should stay the course. The students pass rate at all grade levels tested in both Language Arts and Math on the Indiana Statewide Testing for Educational Progress (ISTEP+) test was a 93.3%. This score was significantly higher than the State average of 70.8%. Over the course of the past several years our high stakes testing results have consistently shown an upward trend line of improvement. When comparing MacArthur's ISTEP+ scores by grade level to that of the State's averages it is as follows: **Grade 3** Percent Passing ISTEP+ Math for **MacArthur School 97%/State 78%**, **Grade 4** Percent Passing ISTEP+ **Math for MacArthur School 94%/State82%**, **Grade 5** Percent Passing ISTEP+ Math for **MacArthur 96%/State 85%, Grade 3** Percent Passing Language Arts for **MacArthur 99%/State82%**, **Grade 4** Percent Passing ISTEP+ Language Arts for **MacArthur 99%/State80%**, and **Grade 5** Percent Passing ISTEP+ Language Arts for **MacArthur 88%/State 75%**.

Analysis of our school's data drives our instructional practices here at MacArthur. The continuous utilization of Acuity, mClass, Star Reading, Star Math, Star Early Literacy, ISTEP+, In-View, Early Prevention of School Failure, LAS Links, IEPs, CogAT, and Terra Nova assessments help provide the teachers and administrator with predictive/real time data to immediately adjust instruction to meet each student's individual academic needs.

Our school improvement goal for improving literacy skills for all students across the curriculum has been the same goal for the past several years. Until we reached a 90% pass rate on the ISTEP+ test we knew we had to stay the course and continue to work on that literacy goal. Curricular focus on literacy was a blend of various instructional practices; Guided Reading, The Café, The Daily 5, 6+1 Traits of Writing, and Academic Vocabulary. We will continue to implement the aforementioned strategies to lead our literacy instruction and provide continued growth for each student.

Over the course of the past several years our team has worked hard at closing the achievement gap between the free/reduced students as compared to the general education students and that gap has tremendously narrowed. However, an area of concern for us has been and will continue to be our special education subgroup. Many efforts have been made and various programs and/or interventions put into place to help narrow the achievement gap for our special needs students. Specifically, we created a program called S.O.S. tutoring, which stands for Save One Student, and we hire a licensed teacher to tutor

at-risk students 2 times a week for 30 minutes each session, we have also implemented a very strong Response to Instruction (RTI) program over the course of the past five years. Our RTI program has truly helped numerous students dodge becoming labeled special education. Concerted efforts not only by our special education team, but also our Title I team helped narrow the achievement gap for our special needs students also. Classroom teachers share the numerous pieces of data we have on each student with the Title I tutors and then lessons are created specifically to meet each student's individual needs. Two technology programs have been utilized to assist teachers with remediation and enrichment; Odyssey Math and DreamBox. Students are placed on these programs before the school day even begins.

MacArthur School received two major accolades, as a result of the spring 2011 ISTEP+ test results; State Honor Roll for scoring at a 93.3% passing level for all students tested in Language Arts and Math and Four Star School recognition. We are extremely proud of what we have accomplished as a team and for what these accomplishments mean for our students. We will continue to set high expectations to help our students become the most successful they are capable of. The Indiana Department of Education has a plethora of information specific to MacArthur School and may be found http://compass.doe.in.gov/Dashboard.aspx?view=SCHOOL&val=3769&desc=Douglas%20MacArthur%20Elem%20Sch .

2. Using Assessment Results:

Every decision we make is an informed decision based on what is best for our students. We utilize data to drive our instruction, interventions, remediation, and enrichment programs at MacArthur School. Numerous systems are in place to help guide the teachers with their analysis of student data. Every week we have is what is called a "Late Start Wednesday" which allows the teachers sixty minutes of time to analyze data, brainstorm how to tailor instruction to address areas of concerns from the data results, and share which instructional practices are most effective having the data to support that. Another opportunity to analyze assessment results is through our weekly meetings. Every Thursday morning, for forty minutes, the entire faculty has a set of meetings (e.g. First 2 Thursdays of the month are faculty meetings, 3rd Thursday of the month is a grade level meeting, and the 4th Thursday of the month is a cross-grade level meeting). These meetings are designed to share successful strategies, analyze and review data, and ensure the individual needs of all students are being met.

In years past, we only had the ISTEP+ assessment to guide our instructional practices and, by the time we received the results, the year was basically ending. Thus, the only opportunity to remediate was during summer school. Due to funding, only the lowest achieving students received remediation allowing many students fall through the cracks. At MacArthur we do not believe in letting any student fall through the cracks, so numerous assessments have been put into practice to help give our instructional team immediate data on the strengths and weaknesses of every student. These assessments include:

ISTEP+ stands for Indiana Statewide Testing for Educational Progress Plus. This program is used to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science (Grades 4 and 6) and Social Studies (Grades 5 and 7). In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State board of Education. An Applied Skills and a Multiple-Choice Assessment, which are required components of the ISTEP+ program, are used to measure these standards.

Acuity is an online assessment that provides teachers with predictive data pertaining to how each individual student is or is not progressing in their mastery of the Indiana State Academic Standards.

Star Reading, Star Math and Early Star Literacy are Renaissance Learning programs administered 3 times a year to all students to monitor student reading and math development.

mClass Reading-3D and Math assessment software is designed to administer one-to-one for early literacy analysis and action.

Terra Nova is a standardized achievement test given to first grade students to help provide additional National benchmarks which allows us to assess our students' achievement.

InView is a cognitive abilities test given to third and fifth grade students.

CogAT stands for Cognitive Abilities Test and is used with a select group of students in grades three and five who are being considered for high ability programming.

RTI stands for Response to Instruction and is a process designed to help schools focus on high quality instruction and interventions that match student needs and on monitoring student progress on a frequent basis.

Odyssey Math is a web-based K-8 mathematics curriculum and assessment tool designed to allow for instructional differentiation and data-driven decision making.

DreamBox is a web-based math curriculum aligned with Common Core State Standards, helping every student learn the foundation that's needed to achieve proficiency in the critical areas of Counting and Cardinality, Comparing, Operations and Algebraic Thinking, Number and Operations in Base Ten, and Number and Operations in Fractions.

Effective Communication of student performance and assessment data among MacArthur School, the students, parents, and community has always been a high priority. Sharing data with all stake holders helps keeps everyone accountable. Through the internet, parents and students have twenty-four hour access to the student's grades and attendance via the Regional Data Systems online Parent Portal. MacArthur School's newsletter is also a means of communication on a weekly basis. The newsletter is sent by e-mail to all families and is available to all community members through the school's website. In addition to the weekly newsletter MacArthur School provides a webpage that gives parents' access to each individual teacher's website, classroom newsletters, as well as links to Indiana Department of Education, Indiana Academic Standards, Accelerated Reader results, and the School Improvement Plan. Parents have access to a multi-year time line of their child's academic progress through the state's newly created growth model. The results of all the above listed data is sent home with each individual student and parent/teacher conferences are encouraged to discuss the results. The time allotted for parent/teacher conferences has been eliminated in the State of Indiana however; MacArthur has creatively found a way to provide opportunities for parent/teacher conferences. During the month of October every Wednesday and Thursday morning parents are encouraged to conference with their child's classroom teacher to discuss both progress and needs.

Classroom teachers meet with individual students on a quarterly basis to conference and share critical data. Specifically, these include, but not limited to, ISTEP+, Acuity, mClass, and Star Reading. At the classroom level, teachers meet with students weekly to guide them in charting their own academic progress and foster a sense of ownership in their education. At the school level, students selected through RTI meet with the principal to chart their grades on a weekly basis. This practice has shown dramatic improvement and enthusiasm in those students.

3. Sharing Lessons Learned:

MacArthur School has had many opportunities to share the effective programs and instructional strategies that have helped us reach this current level of success. Several teams of teachers from local school corporations, as well as within our own Crown Point Community Schools have spent the day observing

and discussing what makes MacArthur special. Each of these teams of visitors has walked away with a wealth of information.

For more than a decade, MacArthur School has been a Professional Development Site in partnership with Purdue University Calumet, in the areas of Math, Reading, and Science. As a result of this partnership, many new instructional strategies have been implemented to great success. FOSS, an inquiry-based approach to Science, has improved students' understanding of the scientific method, as well as created a sense of ownership and enthusiasm within students. In addition, Inquiry Math has been dramatically effective through the efforts of Dr. Erna Yackel. Through Inquiry Math, students have fostered a greater sense of reasoning, problem solving, and number sense.

As a result of having been a development site MacArthur has hosted school improvement teams throughout the area of Northwest Indiana. Incoming schools will meet with a team of MacArthur teachers who guide them in MacArthur's school-wide instructional strategies, practices, and traditions. Some of the most emulated programs of MacArthur School are listed below.

Literacy Instruction is guided by practices such as The Café, The Daily 5, Guided Reading, and Academic Vocabulary.

Inquiry Instruction is provided to help our students develop higher levels of thinking.

RTI is an approach that eliminates a "wait to fail" situation.

Kindergarten Letter shirts are given to every Kindergartner who learned their upper and lower case letters.

500 Club challenges each Kindergarten student to memorize 500 sight words.

Math Facts T-Shirts are given to every student who has learned their math facts.

Kindergarten preparation packets are mailed home to every incoming student before the school year begins.

Both the principal and teachers have had the honor to impact student learning at the local, state, and national levels. For the last five years, the principal of MacArthur School has been a guest speaker at Purdue University Calumet. At the end of Purdue's Administrative and Supervision Master's program she shares her knowledge and experience and offers insight into leadership. In addition she has shared similar information with her colleagues at the Indiana Principal Leadership Academy. The principal has also had three articles published in *Principal* magazine. Our RTI team was invited to Indianapolis to present for their colleagues throughout the state. Recently, two of MacArthur's classroom teachers presented their successful approach to Inquiry Math at the North Central Accreditation conference in Chicago and Indianapolis. Another MacArthur teacher regularly presents his successes with Inquiry Math at Purdue University Calumet's annual mathematics conference. Additionally, our team has also welcomed teachers from within our own school corporation to observe strategies that have proven to be successful with our students.

4. Engaging Families and Communities:

Overcoming the parents' own past negative school experiences has made it difficult in engaging them at MacArthur School. Trying to foster a sense of community where parents feel empowered in their own child's successes is being addressed in several ways. An active PTO supports and funds many of the programs implemented at MacArthur School. One such successful program has been Family Fun Night which includes activities such as Hayride, Fun Fair, Movie Night, Game Night, and Roller Skating. Other

programs to empower families include Spell Bowl, Math Bowl, Honor Roll Dinners, Four Star Club, Student of the Month, incentive t-shirts, after school basketball, and Grandparents Day. In addition to PTO, Title I funding has supported Story Hour, Baby Bags given to any sibling with a new sibling, Kindergarten preparation packets, 6 Hour Reading Club, Century Book Club, 500 Word Club, and Writer's Apprentice.

One of the most essential programs that is partially funded through Title I is Response to Instruction (RTI). Response to Instruction is a process designed to help us focus on high quality instruction and interventions that match student needs and monitors student progress on a frequent basis. School personnel and parents use the information gained from the RTI process to adapt instruction and to make decisions regarding the student's educational program. Perhaps the greatest benefit of an RTI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting.

Located right next door to MacArthur School is the Cedar Lake Boys and Girls Club. This club has helped provide many of our students with a safe environment after school. Other community partnerships include the Cedar Lake Police Department's DARE program, the Lions Club provides glasses to those in need, the Crown Point Rotary has a Shoe for Kids program that provides shoe vouchers to a Meijer's store and additionally, Crown Point Community Foundation has help support various educational programs at MacArthur School.

PART V - CURRICULUM AND INSTRUCTION

12IN3

1. Curriculum:

MacArthur's curriculum is aligned with the Indiana Academic Standards and is in the transition of shifting to the Common Core Standards and student achievement on ISTEP+ is a reflection of this. The school's instructional program has been streamlined to consist only of those strategies that address the Indiana Academic Standards/Common Core Standards. Assessment of our students' progress and the effectiveness of instruction and programs are done annually. This is a continuous process that results in new goals each year. The Indiana Academic Standards are the foundation of our school's curriculum, but we believe in going far beyond those expectations by utilizing research-proven instructional strategies and practices. Numerous book studies and research has gone into all of our curricular programs (e.g. *Guided Readers and Writers* by Irene Fountas & Gay Su Pinnell,*6+1 Traits of Writing* by Ruth Culham, *Effective Supervision Supporting The Art and Science of Teaching* by Robert Marzano, *Visible Learning* by John Hattie, *The Café* by Boushey & Moser, *The Daily 5* by Boushey & Moser, *Building Academic Vocabulary Teacher's Manual* by Marzano & Pickering, *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* by Zimmermann and Keene, *Strategies That Works* by Harvey and Goudvis, etc.)

Reading: MacArthur believes in a balanced approach to literacy and abides by the following *Literacy Core Principles:* Students learn to read, comprehend, and connect materials of all genres independently; students learn to communicate effectively through reading, writing, and speaking; teachers incorporate a balanced approach to teaching literacy including Guided Reading, Sustained Silent Reading; 6+1 Traits of Writing, and Academic Vocabulary, literacy instruction is integrated throughout the content areas of the curriculum and everyday life; students and teachers utilize all available resources.

MacArthur teachers provide daily opportunities for modeled, shared, guided, and independent reading and writing. Specific comprehension strategy instruction includes: making connections, inferring, synthesizing, creating images, asking questions, determining importance, monitoring understanding, and using fix-up strategies.

Math instruction at MacArthur is inquiry-based and holds to the core principles that students will learn the use of the mathematics to solve problems, students will learn the application of logical reasoning to justify procedures and solutions, students will learn the design and analysis of multiple representations to learn, make connections among, and communicate about the ideas within and outside of mathematics, and students will learn that computation is a sense making activity that allows them to see beyond the algorithm. The instructional approach we implement is that students develop personally meaningful solutions to problems, students are expected to explain their solution methods to each other, students are expected to listen to and try to make sense of others' explanations, and students are expected to ask questions and raise challenges when they don't understand or don't agree with someone else's reasoning.

Math is integrated into multiple subject areas through the use of problem solving strategies. The Every Day Math program was implemented this school year at MacArthur and was adopted because it supports and enhances our inquiry approach. Our math curriculum goes beyond just the Indiana Academic Core Standards, but it also includes NCTM Standards. Manipulatives, problem solving, common vocabulary, technology and literature help enhance our mathematical instruction.

Science is inquiry-based and is also integrated throughout the curriculum. In order to address all student needs, several supplemental programs have been integrated into the science curriculum. Such programs include: Full Option Science System (FOSS), National Geographic, Carolina Curriculum, Science Companion, and Delta Education of Science. All science is inquiry-based and centered on students' mastery of the scientific method. At the heart of this instructional approach is real world problem solving

opportunities. Science instruction is differentiated through the use of whole group, small group, and individualized instruction.

Social Studies curriculum is centered on giving students real world opportunities to connect with their past, as well as understand their place within their community. Our philosophy is to create good citizens through character development instruction within MacArthur's traditions. Students gain a better understanding of their own culture, as well as others, through a variety of instructional practices. Community resources allow unique opportunities for students to make real world connections embedded in the curriculum.

Visual and Performing Arts is highly valued at MacArthur School as an outlet for students to positively express themselves. Students enjoy a well-rounded visual and performing arts program that goes beyond the Indiana State curriculum. MacArthur School is proud to provide such opportunities as: plays, band, orchestra, Young Rembrandts, monthly music programs, as well as lessons in piano, guitar, and voice. Our students also look forward to visiting the Northwest Indiana Symphony's Annual performance where they get to meet the conductor in a question and answer session.

Physical Education/Health/Nutrition is blended within the curriculum with the purpose of creating healthy students. It is our goal for all students to develop skills that adopt, practice, and maintain healthy choices throughout their lives. Crown Point Community School's lunch program has been recognized with the Healthier U.S. School Challenge Silver Award which recognizes schools that meet high standards in school nutrition while providing physical fitness and physical activity opportunities for students. Such opportunities include Presidential Fitness Award, Field Day, After School sports programs.

Technology and Media is integrated throughout the curriculum at MacArthur School. Every student is given access to the latest technology and media services through several programs at MacArthur. The Media Center is open every morning for the students while the computer lab is available every morning before the start of the school day, as well as throughout the day, with every class being guaranteed a minimum of 30 minutes a week in the lab. All classrooms have access to high speed internet. The Kurzweil program was newly implemented to assist students in a variety of ways. It can be used to increase reading comprehension, allow students to listen to grade level text, offers an option of computerized test taking, and it promotes improved quality of writing. Other uses of technology at MacArthur include parent/teacher e-mail, homework hotline, school website, digital cameras, projection systems, and iPads.

Foreign Language is offered as an enrichment program to 4th and 5th grade students. Five languages (e.g. Spanish, Latin, French, German, Japanese) are offered each month and instruction is provided by the Crown Point High School foreign language department. Parents and students are highly enthusiastic at this unique program.

2. Reading/English:

MacArthur Elementary School is committed to the continual use of best research practices and a balanced literacy program. Our balanced literacy approach has several core components: Guided Reading, Houghton Mifflin adopted series, Junior Great Books, The Café, The Daily 5, Modern Curriculum Press Phonics Program, Sadlier/Oxford Vocabulary, Daily Oral Language activities, journal writing and Reader's Theatre.

Differentiated literacy instruction is achieved using a guided reading and writing approach. MacArthur's literacy framework is comprised of 2 key components: Reader's Workshop & Writer's Workshop. We at MacArthur believe in creating daily opportunities for every student through modeled, shared, guided, leveled, and independent reading and writing instruction. There are basically five instructional practices

that are incorporated across the curriculum: Process Writing, 6+1 Traits of Writing, Word Study, Comprehension, and Fountas and Pinnell Leveled System. We believe in an eclectic approach to literacy instruction because no single approach can address the needs of every individual student. The above instructional practices are manifested through whole group instruction, small group instruction, peer cooperative learning, sustained silent reading, oral reading, shared reading, daily guided reading, literature circles, direct vocabulary instruction, and student/teacher conferencing. A noticeable improvement within our literacy instruction can be attributed to the student/teacher conferencing. This newly implemented component allows teachers to meet with individual students and address specific needs on a weekly basis.

Staff is kept abreast of research and encouraged by the principal to implement strong, effective instructional practices. A unified staff works together to incorporate these best practices into the classroom. Our student test results are just one measure that highlights our success. To guarantee success for each student and avert reading failure, we employ continuous monitoring of each individual student's growth at each grade level. Key literacy areas are assessed through: RTI, Acuity, mClass, Star Reading progress monitoring, as well as weekly vocabulary, spelling, and phonics assessments. Instructional practices are adjusted frequently after student data is analyzed. Differentiated instruction takes place within the classrooms and additional support is given to students that fall into the Tier II and Tier III categories. Research-based interventions include: Quick Reads, High Noon, Earobics, Wilson Reading, Fountas & Pinnell Leveled Literacy, Peer-Assisted Learning Strategies, Lindamood Phoneme Sequencing (LiPS), and SRA Reading. Numerous resources are utilized before, during, and after school to help students beyond their 90 minute literacy block including 2 reading specialists, LRE instructors, classroom teachers, and Title I tutors.

3. Mathematics:

Math at MacArthur is an inquiry-based approach and fosters a greater understanding of mathematical and facilitator concepts and transforms students into problem solvers. Several years ago mathematics at MacArthur School elevated from the traditional approach of rote memory and algorithms to one of a true understanding of number sense and problem solving. Through the inspiration and assistance of Dr. Erna Yackel, MacArthur has embraced an inquiry-based approach to mathematics instruction. Inquiry- based learning is an approach to teaching that relies on authentic student-centered activities and questioning rather than the traditional teacher-centered approach that relies on textbooks and lecturing. The instructor's role is one of a mentor and facilitator more than an authority, using well-crafted problems and providing a minimal amount of information leading the students to discover the answers and come to their own understanding of the concepts. The instructional approach encourages students to look for patterns and relationships and to try out different approaches to solving problems. Students are expected to understand and explain not only their own strategies, but their peer strategies as well. This approach fosters a friendly discourse among students and allows for automatic differentiated instruction as students work through problems at their appropriate level of understanding.

Everyday Mathematics is a research based program that MacArthur School has recently adopted. This program teaches basic skills and conceptual thinking using a hands-on approach that is inquiry- based. Much like in our reading, our math instruction utilizes whole group instruction, small group instruction, peer cooperative learning, direct vocabulary instruction, and student/teacher conferencing. The supplemental resource of Techniques of Problem Solving cards (TOPS) are used to enhance the core curriculum, as well as provide enrichment opportunities for students identified as being above grade level. In addition, technology has been strongly integrated into MacArthur's math program. On a weekly basis, students in grades K-2 supplement their instruction through the use of DreamBox. DreamBox is a web-based math curriculum aligned with Common Core State Standards. It is used to help students learn the foundation that's needed to achieve proficiency in critical areas of math. In addition, Odyssey math is web-based curriculum and assessment for our students in grades 3-5. Odyssey math is designed to allow for differentiated instruction and data-driven decision making.

Identified students that fall into the Tier I, Tier II, and Tier III categories receive additional support through our RTI process. Specifically, some fail-safe measures include morning math remediation with a licensed teacher, SRA Math program, and after school math tutoring. In addition to addressing remediation needs, our RTI program supports high ability students with compacts and possible subject acceleration.

4. Additional Curriculum Area:

The world of Science is always changing. Theories and facts from the past are often redefined with each new discovery. We at MacArthur School strive to create real scientific thinkers instead of the "traditional" fact-memorizing students. Our mission is to instill within each of our students an adaptive and ever-changing approach to all areas of life, and not just science.

In addition to reading and math, one of MacArthur's main areas of focus is Science. Our inquiry-based approach towards Science is supported through sound research. Inquiry-based Science provides authentic, hands-on learning experiences for students. We believe these have been proven to be essential in creating critical thinkers and problem solvers. Through FOSS, our instruction focuses on students mastering the scientific method and applying it in real world situations. Our teachers believe, and research has shown, that the most effective approach towards achieving a true understanding of Science is through experiments, trial and error, and peer discourse. As with most subjects, no one program can effectively address all the core concepts and standards. MacArthur School supplements FOSS curriculum with the following additional programs: Carolina Curriculum, Science Companion, Delta Education of Science, and National Geographic.

Another key component to a true understanding of Science is its application. Science journals serve a dual purpose within our instructional program. Its first purpose is to create an opportunity for students to communicate their understanding of key scientific concepts, as well as vocabulary. Its second purpose is to allow teachers an opportunity to assess student thinking. These journals are cross-curricular, integrating science with the other subject areas.

Twenty-four years ago, MacArthur School was the first to initiate the Science Olympiad in the Crown Point Community School System. In the Science Olympiad students compete through a series of performance based challenges. These challenges include, but are not limited to: Egg Drop, Cylinder Race, Zowie Metrics, Mystery Powder, and Reflection relay. Traditionally, the Science Olympiad has inspired many students at MacArthur School to explore Science on their own beyond the classroom.

5. Instructional Methods:

MacArthur School takes great pride in the successful instructional practices we have implemented over the course of the past several years to best meet the differentiated needs of all our student learners. We have learned to be dynamic and begin where the students are, not static where a curriculum guide dictates. We engage students in instruction through different learning modalities, by appealing to differing interests, and by using varied rates of instruction along with varied degrees of complexity. The backward design process (UbD) begins with the end or desired results first. MacArthur staff uses this in creating our framework for establishing curricular priorities.

MacArthur's instructional practices are based on sound research. There is one key book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* by John Hattie that helps guide our instructional decisions. We look at the "effect size" of the instructional practices and then decide what instructional practice or strategy is most effective towards student achievement.

Instruction at MacArthur infuses elements and standards of critical thinking to help students develop a framework to guide their understanding. We use Richard Paul's Elements of Reasoning. Teachers at MacArthur have been trained at the Foundation of Critical Thinking in Berkeley, California.

Cluster Grouping was implemented in 2008 based off the research of Marcia Gentry and Rebecca Mann's book, *Total School Cluster Grouping & Differentiation.* Cluster Grouping increases the ability of all teachers to meet the individual academic needs of their students by reducing the range of student achievement levels in all classrooms. It also allows the teacher to target heterogeneous group's specific areas without having to address approximate 9 levels of learning.

Teachers at MacArthur are continually implementing and learning which strategies are best for student success. Every teacher implements the State standards and will work toward the transitioning to the Common Core Standards. The most common practices used at MacArthur School include: Guided Reading, 6+1 Traits of Writing, Inquiry based teaching, RTI (Response to Instruction), Differentiated Instruction, individual instruction, large and small groups, Inquiry Math and Science, IEPs, Academic Vocabulary, IRead, PALS, SRA Reading and Math, Wilson Reading, Quick Reads, High Noon, and Junior Great Books. In addition to these instructional strategies, MacArthur utilizes technology through the following programs: Odyssey Math, DreamBox, Earobics, Accelerated Reader, Star Assessments in Reading and Math, Star Early literacy, Acuity, and mClass.

High expectations for all students is the umbrella under which all instructional goals are implemented. For those students with special needs, IEP's are created through a collaborative effort with the student, parent, classroom teacher, LRE teacher, and principal. Both inclusion and pull-out instruction are utilized to meet the specific needs of each individual student. In addition, students qualified as ELL are provided support through a trained paraprofessional and an LEP is created to help each individual student. MacArthur provides a high ability program for those students who qualify. This program creates unique opportunities for students to achieve full grade or subject acceleration.

6. Professional Development:

Just as the curriculum is aligned with the Indiana Academic Standards, professional development at MacArthur is also aligned with these goals. The goals for professional development are based on student assessment data such as the ISTEP+, Acuity, mClass, Star Reading, Star Math, Terra Nova, IRead, and Cogat. Our Professional Development Plan and AdvancED Standards Assessment Report help drive our instructional practices.

Individual formative plans for professional growth are aligned with the school-wide needs based on School Improvement Goal. Currently, our focus is on preparing for the new teacher evaluation instrument. Teachers are studying Marzano's book, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* to help guide them during this transition to the new state-mandated teacher evaluation plan.

MacArthur has implemented the Japanese model of Lesson Studies over the past few years and this practice has proven to be very well received by the teachers. Prior to the Lesson Study model, professional development had been a patchwork of popular educational trends. Ultimately, these were ineffective and not aligned with the School Improvement Plan. In partnership with Purdue University Calumet, MacArthur received training to implement the Lesson Study Model in order to create a model of effective professional growth for the Crown Point Community Schools. A Lesson Study is an ongoing, collaborative, professional development process consisting of a group of teachers working together on a broad goal and developing lesson plans that are observed, analyzed, and revised. Their focus throughout this process is on improving student thinking and making their lesson more effective.

Teachers at MacArthur have a willingness to learn new instructional methods as evident by the number of workshops attended. Some of those workshops include the following: Every teacher has attended one or more 6+1 Traits of Writing workshops, ETA/Cuisenaire Literacy Lessons Training, FOSS training, Inquiry Math Training, Every Day Math training, Crisis Intervention training, Lindamood Phoneme Sequencing Training, Hands-On-Equations, Phonics and Fluency in Reading training, Curriculum Alignment Workdays, Wilson Reading training, Café/Daily 5, Illinois kindergarten conference,

Teachers collaborate both at grade level and at cross-grade level once per month. Other professional development practices include teacher modeling and peer observation, professional book studies, review and analyze state testing, attend relevant math and literacy workshops.

7. School Leadership:

The principal/instructional leader of MacArthur School has provided and established a framework for a collaborative learning environment. She shares those strategies with her staff and supports the implementation of those strategies. Leading the team by example, she stays up-to-date on current research. The faculty works together in grade level and cross grade level meetings, as well as faculty meetings, to develop and implement our shared vision and goals for MacArthur school.

The principal creates opportunities for all stakeholders to provide leadership and to contribute to the decision-making process in a variety of ways. Two examples include lesson study and peer-coaching opportunities for teachers. Multiple professional development opportunities are provided for staff as long as they correlate with the goals of our School Improvement Plan and with student, parent, and staff surveys that have helped develop goals.

The school's leadership has an open door policy which allows students, staff, and parents an opportunity to express their ideas and any possible concerns. She is responsive to community expectations and stakeholder satisfaction through many avenues. The School Improvement Committee, parent open house, PTO meetings, Title I parent meetings, parent classes, Boys and Girls' Club partnership, and PTO family nights are just a few of the opportunities which allows her to respond to our community.

Through the guidance of the building level administrator and the curriculum director, teachers are guided through a better understanding of data interpretation. This knowledge is used to drive instruction and to remediate and enrich students.

The educational leadership of the principal has helped create a learning community through faculty meetings, grade level and cross grade level meetings, book studies, article studies, and professional development.

Like a compass, she always points the staff and students in the right direction and leads MacArthur School, by example, to higher expectations. Through her consistent and tireless leadership, the school has gone from a passing rate of 65% on ISTEP to 93% during her tenure. In spite of outside forces that never thought such success could be possible in this school, the principal believed in every student's and staff member's ability to succeed and provided the impetus to work hard and do whatever was necessary to move upward to Four Star Status.

The school's performance over her tenure is evidence that the MacArthur principal excels in the leadership qualities of organization, vision, problem-solving, and communication.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: ISTEP+

Edition/Publication Year: 2009 Publisher: Ctb McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	96	98	70	71	69
Pass+	46	37	20	8	8
Number of students tested	68	63	74	76	65
Percent of total students tested	99	97	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	93	96	56	65	66
Pass+	39	36	7	12	6
Number of students tested	28	28	22	26	35
2. African American Students					
Pass and Pass +					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass +		90	50	42	40
Pass+		20	15	8	0
Number of students tested		10	12	12	10
5. English Language Learner Students					
Pass and Pass +					
Pass+					
Number of students tested					
6.					
Pass and Pass +					
Pass+					
Number of students tested					

NOTES:

State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.

12IN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: ISTEP+

Edition/Publication Year: 2009 Publisher: Ctb McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	99	97	88	86	89
Pass +	22	17	18	16	17
Number of students tested	68	63	74	76	65
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	1	2			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	96	96	81	88	82
Pass +	14	7	7	12	9
Number of students tested	28	28	27	26	35
2. African American Students					
Pass and Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass and Pass +		80	67	67	60
Pass +		10	18	0	10
Number of students tested	4	10	13	12	10
5. English Language Learner Students					
Pass and Pass +					
Pass +					
Number of students tested	3	0	1	1	2
6.					
Pass and Pass +					
Pass +					
Number of students tested					

NOTES:

State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.

12IN3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: ISTEP+

Edition/Publication Year: 2009 Publisher: Ctb McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	94	95	81	88	90
Pass+	15	27	23	25	19
Number of students tested	67	82	64	60	78
Percent of total students tested	97	99	100	100	100
Number of students alternatively assessed	2	1			
Percent of students alternatively assessed	3	1			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	96	94	82	91	85
Pass+	10	16	18	27	15
Number of students tested	31	31	34	33	41
2. African American Students					
Pass and Pass +					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass +					90
Pass+					10
Number of students tested					10
5. English Language Learner Students					
Pass and Pass +					
Pass+					
Number of students tested					
6.					
Pass and Pass +					
Pass+					
Number of students tested					

NOTES:

State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.

12IN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: ISTEP+

Edition/Publication Year: 2009 Publisher: Ctb McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	99	94	89	93	82
Pass +	24	22	17	28	10
Number of students tested	67	82	64	60	78
Percent of total students tested	97	99	100	100	100
Number of students alternatively assessed	2	1			
Percent of students alternatively assessed	3	1			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	97	90	82	88	78
Pass +	23	13	15	24	7
Number of students tested	31	31	34	33	41
2. African American Students					
Pass and Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass and Pass +					60
Pass +					0
Number of students tested	6	9	9	8	10
5. English Language Learner Students					
Pass and Pass +					
Pass +					
Number of students tested	1	1	1	1	1
6.					
Pass and Pass +					
Pass +					
Number of students tested					

NOTES:

State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.

12IN3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: ISTEP+

Edition/Publication Year: 2009 Publisher: Ctb McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	96	75	80	77	87
Pass+	26	18	11	14	15
Number of students tested	82	62	87	84	54
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	1	2			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	94	81	71	78	80
Pass+	18	19	12	15	10
Number of students tested	34	32	43	40	20
2. African American Students					
Pass and Pass +					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass +	90		73	70	
Pass+	20		0	0	
Number of students tested	10	6	11	10	8
5. English Language Learner Students					
Pass and Pass +					
Pass+					
Number of students tested	1	1	0	0	1
6.					
Pass and Pass +					
Pass+					
Number of students tested					

NOTES:

State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.

12IN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: ISTEP+

Edition/Publication Year: 2009 Publisher: Ctb McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	88	74	84	86	89
Pass+	24	19	15	6	9
Number of students tested	82	62	87	72	54
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	1	2			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	82	68	80	80	90
Pass+	26	13	14	8	5
Number of students tested	34	32	43	40	20
2. African American Students					
Pass and Pass +					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass+					
Number of students tested					
4. Special Education Students					
Pass and Pass +	50		36	50	
Pass+	0		0	0	
Number of students tested	10	6	11	10	8
5. English Language Learner Students					
Pass and Pass +					
Pass+					
Number of students tested	1	1	0	0	1
6.					
Pass and Pass +					
Pass+					
Number of students tested					

NOTES:

State testing was changed from Fall to Spring testing during the 2008-2009 school year. Fall administration tested the previous year Indiana Standards. i.e. 4th grade fall testing assessed 3rd grade standards from the previous year.

12IN3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Pass and Pass +	95	89	76	77	82
Pass +	28	27	17	14	14
Number of students tested	217	207	225	220	197
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	3	2	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	94	90	71	78	77
Pass +	21	23	12	18	10
Number of students tested	93	91	99	99	96
2. African American Students					
Pass and Pass +	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Pass and Pass +	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass +	52	36	43	40	46
Pass +	11	8	5	3	3
Number of students tested	17	25	32	30	28
5. English Language Learner Students					
Pass and Pass +	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	2	2	1	1	2
6.					
Pass and Pass +	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IN3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Pass and Pass +	94	88	86	88	86
Pass +	23	19	16	16	12
Number of students tested	217	207	225	208	197
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	4	3	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	91	84	80	84	81
Pass +	21	11	12	14	7
Number of students tested	93	91	104	99	96
2. African American Students					
Pass and Pass +	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Pass and Pass +	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Pass and Pass +	25	32	38	43	42
Pass +	0	4	7	0	3
Number of students tested	20	25	33	30	28
5. English Language Learner Students					
Pass and Pass +	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	5	2	2	2	4
6.					
Pass and Pass +	0	0	0	0	0
Pass +	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					